

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bournes Green Junior School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr David Denchfield Executive Headteacher
Pupil premium lead	Mrs Goy Inclusion Lead/Deputy Headteacher
Academy Committee	Mrs Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	42,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	15,635
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,055

Part A: Pupil premium strategy plan

Statement of intent

At Bournes Green Junior School we have high aspirations and ambitions for all our children and firmly believe that a child should not be held back by circumstance. We want to remove the barriers to learning and intend for all our pupils to achieve their potential.

Our strategy plan centres on delivering high quality teaching to meet the needs of our disadvantaged children and all children in our school community.

We will also address the gaps that disadvantaged children may have, with targeted academic support. Children need to be ready to learn and our well-being provision for those who need it is an integral part of the plan.

We have found that an increasing number of children need social and emotional support, and we intend to continue to provide that support where needed.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Learning from home during covid was challenging for many families and this has exacerbated gaps in learning, most notably in maths.
2	Observations and discussions with our children and their families informs us that the emotional well-being of our children is an issue for many of our children from disadvantaged families. This has an impact on their readiness to learn and this affects academic outcomes.
3	Approximately one quarter of our disadvantaged have also been identified as having SEND
4	Assessments over time and teacher observations have identified there is a gap in attainment between disadvantaged children and their peers, with use of effective vocabulary as a barrier.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain good wellbeing, social and emotional health, for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, parent surveys and teacher observations. Quantitative data from individuals.
Improved reading, writing and maths attainment among our disadvantaged pupils.	KS2 outcomes in 2024/25 for PP children have at least met or exceeded national outcomes for the same group. Pupils will show good progress in their class work and school assessments.
Disadvantaged pupils who are also identified as having SEND, will make good progress	Reviewed ISPs will evidence good progress from pupils' own starting points

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26957

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify and fill gaps as they arise. TA targeted in class support.	"Research on TAs delivering targeted intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress." EEF	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15, 698

(including use of NTP finance)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one or small group tuition to be provided for children to help close identified gaps. Online or school-led outside of school hours	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF	1 2

	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. EEF</p> <p>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial." EEF</p>	
Teacher led Booster groups for targeted children identified through assessment	<p>Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies. EEF</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor -SEMH interventions for children.	<p>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF</p>	2

Subsidies for families to ensure children can access all school activities as their peers.	Children should not miss out on an opportunity that the majority of peers are taking, e.g. class trip	2
Play Therapy		2

Total budgeted cost: £ 58, 055

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Analysis of last year's data showed that 80% of children eligible for pupil premium met the expected standard for reading, writing and maths at the end of key stage 2.

We have identified that over 65% of our disadvantaged children worked with our learning mentor in some way last year. This was for a variety of reasons, with the impact being that these children were in a better place to access learning and families felt supported.

We were able to provide some financial support which allowed all disadvantaged children in the appropriate year groups to attend residential with their peers as well as access all school opportunities.

Last year we had several activities that were around CPD for staff to support the learning of our children with spelling. This will continue to be embedded but at this point positive signs can be seen in children's work -children in receipt of PP funding have made accelerated progress.